

ARTS INTEGRATION PARTICULARS

Arts Integration Definition/Types

Definition

"The effort to build a set of relationships between learning in the arts and learning in the other skills and subjects of the curriculum." Deasy, 2003

Types

Learning **through** and **with** the arts

A curricular connections process

A collaborative engagement

Arts Integration "Aliases "

Arts integration

Interdisciplinary

Arts-infused

Cross-disciplinary

Thematic

Arts-based

Cross-core

Multi-disciplinary

Arts Integration Cautions from Arts Educators

Beware. There is usually little coordination or synthesis.

Take heed. Integrated instruction cannot substitute for high quality specific instruction in the artform. It CAN be a means of enriching the teaching of other subject matter, but should NOT become the *exclusive* use of the arts to the detriment of arts-specific instruction.

Stay in your comfort zone. It is rarely useful to integrate concepts/skills you do not first comprehend/do separately.

Arts Integration Purposes, Benefits and Theory . . . to

Engage Students

Enrich/Enhance Learning

Strengthen Retention

Accelerate Learning

Identify Authentic Connections

Enhance critical thinking, decision-making, and creativity

Reflect on teaching and learning experiences

Apply content and skills to daily life

Cultivate multiple intelligences and students and teachers' individual teaching/learning styles

Practice fundamental skills (read, write, calculate, sing, dance, draw, imagine) within all subject areas

Reorganize neural pathways, or the way the brain functions. Extended and/or deep learning in the arts reinforces these developments

Impact how, and how well the brain processes other tasks.

References:

Creating Quality Integrated and Interdisciplinary Arts Programs, Deasy, 2003
Arts Education Partnership Document from 2002 National Forum

Arts Integration Frameworks, Research & Practice, 2007 AEP ISBN 1-884037-23-2

Establishing Priorities When Integrating

... a la Wiggins & McTighe's *Understanding by Design*

Teaching/Learning goals help us stay focused
... and help our students to do the same.

We often try to do way too much and lose track of our goals and purposes.
This visual may be helpful in maintaining focus ...

